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Mathematics.—Arithmetic and algebra through quadratics, or algebra to quadratics and three books of plane geometry.

History.—History of the United States, or history of Greece and Rome, or English history. One year's work.

Science.—Physical geography, or physics, or chemistry, or botany. One year's work.

The following values shall attach to each subject: English 4, Latin 4, Greek 2, German 2, French 2, mathematics 4, history 2, and science 2.

All students, whether candidates for degrees or not, must be examined on at least three subjects.

All candidates for degrees must stand examinations on subjects aggregating sixteen points, as follows:

1. For A.B.

Required—8 points

Mathematics 4

English 4

Elective—6 points from

Latin 4

Greek 2

German 2

French 2

Elective—2 points from

History 2

Science 2

2 For B.S.

Required—8 points

Mathematics 4

English 4

Elective—4 points from

Latin 4

Greek 2

German 2

French 2

Elective—4 points from

History 2

Science 2

} The four points may be taken in
one subject if desired.

For the present, instruction may be furnished beginners in Greek, German, and French, but such work shall not be counted toward a degree when it is required for admission.

Colleges may make their own regulations concerning conditioned students, and may also accept certificates from duly accredited schools in lieu of entrance examinations.

REPORT OF THE COMMITTEE ON THE UNIFICATION AND EQUALIZATION OF COLLEGE DEGREES

MAJORITY REPORT

The undersigned were appointed a committee at the fifth annual meeting of this association to consider the "Unification and equalizing of college degrees" and to report at this meeting. In order that the matter might be thoroughly discussed the previous reports on requirements for the bachelor of arts and the bachelor of science degrees were referred to the colleges for consideration and the faculties were requested to instruct their delegates how to vote on this report.

In accordance with these instructions the committee respectfully submits the following series of propositions, not as an ideal plan by any means, but as the best that can be done at the present time, considering, especially, the

lack of uniformity in the preparation of students and in the organization and equipment of our colleges. This plan is a more modest one than that already in use in some of our institutions, but, if it fails to include all we ought to do, it is still hoped that the program here presented will materially aid the small colleges by giving them something to guide them in their efforts to improve.

Our attention is confined, for the present, to the bachelor degrees which are supposed to represent the liberal education. The bachelor degrees given in engineering and technical courses are left out of view at present. These courses are based upon the requirements for entrance submitted by another committee at this meeting.

GENERAL PRINCIPLES

Give only two bachelor degrees for all courses of liberal education, the degree of bachelor of arts for the course containing ancient languages, and that of bachelor of science for the modern language science course. Abolish all other bachelor degrees in courses of liberal education. Distinguish carefully between these degrees and the technical degrees of bachelor of engineering (civil, electrical, or mechanical) and the professional degrees of bachelor of law, divinity, etc.

These degrees should be granted only upon the completion of a regular course of study in the subjects usually counted as giving a liberal education. Each course should aggregate a total of at least 2400 hours of recitations, lectures, and laboratory work (two hours of laboratory work to be counted for one). The preparation required for entrance and the work done in the B.S. course should be equal in amount and according to as thorough methods as those in the B.A. course. All efforts at equalizing college degrees will be futile if confined to the three or four years of college work.

Candidates for advanced standing should be carefully tested on all subjects offered by them. Certificates should be accepted in lieu of examinations only from institutions requiring equivalent work. The last session of the candidate's course should be spent at the college granting the degree.

Fitness should be tested by at least two written examinations on each subject studied during each year and by a graduation thesis in the major subject of such character as to show the candidate's ability to investigate and think independently. Seminary work, frequent written reports on special investigations and reports on laboratory work should be required in the higher elective studies.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The four great groups of studies should be represented in the following proportions:

1. Languages and literatures, 1080 hours, including at least 240 hours of English and 480 hours of ancient languages, with weekly written work and

parallel reading, leaving 360 hours to be elected. Eighty hours of this may be devoted to the study of expression.

2. Mathematics at least 240 hours, including advanced algebra, plane and solid geometry, and plane trigonometry.

3. Natural science, 480 hours, including one physical and one descriptive science, with regular laboratory work, which should occupy at least one half of this time (two hours for one).

4. History, social sciences, or philosophy, 240 hours.

5. Leaving 360 hours to be elected from any of the groups, one to four inclusive.

Making a total of 2400 hours distributed over four years for the ordinary or three years for the best student.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

Distributed among the four great groups of studies in the following proportions :

1. Seven hundred and twenty hours of languages and literatures, to include 240 hours of English and literature, 240 of a modern language and its literature, leaving 240 hours to be elected. Eighty hours may be devoted to the study of expression.

2. Mathematics, 240 hours, including advanced algebra, plane and solid geometry, and plane trigonometry.

3. Natural sciences, 720 hours, including at least one physical and one descriptive science. At least one half of this time should be devoted to laboratory work.

4. Two hundred and forty hours of history, social science, and philosophy.

5. Leaving 480 hours to be elected freely among the groups and making a total of 2400 hours.

Institutions requiring more for entrance than this association does can reduce the amount of prescribed work in those groups in which they are ahead and increase the amount set aside for elective courses.

In addition, physical culture should be regularly required in the first two years of both courses to the amount of at least 240 hours.

No time has been taken out for examinations or holidays, but it is assumed that such time will be about equal in all the colleges.

The committee is pleased to report that the program submitted here has met with the hearty approval of many of the colleges and has been provisionally adopted by several of them and by the Southern Methodist Board of Education.

In conclusion, let us make our bachelor degrees signify something, and so give them both the dignity of the old B.A. To this end we earnestly recommend that institutions belonging to this association refuse to accept any bachelor degrees as the basis for advanced degrees or other honors, unless

given upon courses fairly equivalent in educational value to those here laid down. We recommend that our graduates write the name of their colleges after their degrees. [Signed]

CHARLES W. DABNEY
R. B. FULTON
A. R. HOHLFELD
B. L. WIGGINS

MINORITY REPORT

W. S. SUTTON

As a member of the committee to consider the unification and equalizing of college degrees, I beg to express my hearty approval of many recommendations made in the report of the committee. I believe that degrees should be granted only upon the completion of a regular three or four years' course of study in subjects that are justly entitled to be called liberal arts. Degrees which are conferred by way of compliment, and which do not represent as much as three or four years' rigid training, are cheap and are a menace to educational honesty and progress.

I believe, furthermore, that degrees representing liberal culture should be carefully distinguished from technical degrees, and that each technical degree should have requirements peculiar to itself. For this reason it is certainly proper to refuse to grant the degree of B.S. to one who has completed a course in engineering, or the mechanic arts, or pharmacy, etc.

It is certainly proper to require candidates for advanced standing to submit to careful tests upon all subjects offered by them, and certificates from institutions that do not maintain the standards of this association should not be accepted in lieu of examinations.

With respect to requiring that the last session of the candidate's course be spent at the college granting the degree, and concerning the examination tests upon each subject studied, I agree with the views set forth in the committee's report.

Its recommendation concerning seminary work, frequent written reports on special examinations, and reports on laboratory work, I consider eminently wise.

I beg to dissent from the recommendation that there be two bachelor's degrees to represent liberal education. I see no reason why more than one degree is necessary. For many years the degree of Bachelor of Arts has been considered the customary evidence of liberal scholarship and training. I see no reason, therefore, for adding another degree which will be supposed to stand for the same thing. There might with equal propriety be two bachelor's degrees in law, in medicine, in theology, or in any technical school. If the great purpose of academic instruction in the university be to promote liberal

education, then any person that meets such requirements as will justify him to the claim of liberal culture should be allowed to receive that degree which is generally considered expressive of the education to which a free man is entitled.

It is manifest that there are a great many subjects which the world now considers worthy to be classified as liberal arts—that is to say, subjects having worth equal to that of Latin, Greek, or mathematics. There being so many subjects among the liberal arts, it is impossible to require a student to become familiar with all of them, or to gain a reasonable acquaintance with the elements of each of them. The conclusion follows that by pursuing any one of a great number of requirements for liberal education, one may be entitled to receive a bachelor's degree.

From the view expressed in the committee's report, that our colleges are not yet ready to adopt the one-degree basis, I wish to dissent. In my opinion the opening up of other avenues to the B.A. degree will in no way interfere with the avenue which now exists. All students graduating from a university should, in my judgment, have training equal in both quantity and quality to that now prescribed for B.A. students. This would involve increasing, in many institutions, the number of entrance requirements, so that natural sciences and the modern languages would be incorporated. Students desiring to obtain liberal culture through the study chiefly of the modern languages and the natural sciences could offer these for entrance. In the event that they should be unable to offer these subjects for entrance, they could remove the conditions for entrance while in the university, but they should not be allowed to count this work towards a degree.

I cannot subscribe to the recommendation of the committee that every student seeking graduation shall be required to take so many subjects, thereby abridging, to a great extent, his privilege of election. I very much doubt the wisdom of compelling every student that may enter the university to take courses in history, social science, philosophy, mathematics, and the natural sciences. While it is true that every one of these subjects is of the very greatest importance, I do not believe that it is true that every one of them is of transcendent value to every individual. I doubt very much the educational value of any subject which is pursued by a student that has neither taste nor talent for that subject.

In general, I believe that the following requirements for the B.A. degree will be sufficient to guarantee liberal culture to every one that may wish to secure it :

1. Four years (in cases of exceptional students three years) of rigorous training.

2. Prescribe for the freshman year English, mathematics, and foreign language (ancient or modern), and physical culture. In this year, also, a student could have the privilege of electing from courses in history and the natural sciences.

3. Permit the student to elect the remainder of his courses requisite to securing a degree, his election, however, being subject to the approval of a faculty committee. It would be perhaps advisable that each student, after his sophomore year, select a major subject, and that his other courses be selected under the direction of the professor in charge of that special subject.

4. No student should be granted a degree unless he completes three full courses in at least two subjects other than foreign languages and literature.

5. No student, during his senior year, should be permitted to take any courses that are offered to freshman students.

6. At least four courses (480 hours) in the study of foreign languages should be required.

I regret that the limited time at my disposal prevents my giving such a discussion of the problems at issue as their importance demands.

With respect to the granting of but one bachelor's degree, the great majority of the members of the faculty of the University of Texas sanction the view which I have presented. I am confident that everyone of my colleagues cordially endorses the committee in the recommendation that institutions refuse to accept any bachelor's degree as the basis for advanced degrees or other honors unless given upon courses equivalent to those laid down in the committee's report.